

Practical Study on the Cultivation of Foreign-related Communication Ability of Higher Vocational Students in English Workplace Based on the "English Skills Competition"

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Abstract

Foreign- related communication skills in the workplace are the basic elements that constitutes the core literacy of English subjects. The cultivation of foreign- related communication skills in English workplaces is the driving force for improving students' future career development. Relying on the "English Skills Competition", this paper discusses four aspects, "background and significance of research" on foreign-related communication skills in the workplace, "requirements for higher vocational students' English-related communication skills in the workplace", "implementation measures for the cultivation of foreign-related communication skills in English workplaces" by countries and courses", and "Evaluation System for the Training of Foreign-related Communication Ability in English Workplace". This research will analyze and study how to implement the cultivation and improvement of "English-related workplace foreign-related communication ability" of higher vocational students in higher vocational English teaching, and form an effective and operable implementation method to promote the reform of English teaching in higher vocational colleges, and to provide high-quality professional talents who can communicate effectively in English for the rapidly developing Hainan.

Keywords

English skills competition; Foreign-related communication skills in English workplaces; Implementation methods; Evaluation system.

1. Background and Value of the Study

1.1. Background of the Study

With the launch of the "Common European Framework of Languages", English workplace communication skills ("workplace communication skills" are called "workplace foreign-related communication skills" in the "Higher Vocational Education Specialist English Curriculum Standards 2021 Edition") were increasingly recognized by scholars at home and abroad. In 1996, the United States promulgated "Standards for Foreign Language Learning: Preparing for the 21st Century" (NSFLE, 1996), focusing on language teaching from listening, speaking, reading and writing skills. The training turned to the cultivation of language communication function. The EU's "Frame of Reference" advocates that language learning should be based on the cultivation of language communicative competence, emphasizing that individuals interact with other social members through active participation in the context. In non-English-speaking countries, more and more researchers had also begun to pay attention to the cultivation of language communication skills. Edaward first conducts language needs analysis on the senior management of a German bank before setting the course. With the deepening of research, the importance of English workplace communication ability in language learning had been paid more attention. In the "Max" research report, it was pointed out that among all vocational skills,

oral communication ability and writing ability were the most important. The skills considered to be the most important were ranked first and second.

In my country, although the research on "English professional ability" of "higher vocational students" started relatively late. Since 2006, the literature with "higher vocational students' professional ability" as the subject had been on the rise. With the deepening of English teaching reform in our country, more and more college teachers and researchers realize that "language itself is not the purpose of learners' learning, and the mastery of language skills is for interpersonal communication and workplace work." The purpose of foreign language teaching is to cultivate students' "communicative competence", which mainly refers to the cultivation of pragmatic competence, such as sociolinguistic competence, discourse competence and strategic competence.

"How to cultivate students' foreign-related communication skills in the workplace" has become a problem for college teachers and researchers to think deeply. One of the effective ways is to extensively carry out vocational skills competitions, give full play to the "carrier" role of vocational skills competitions, and cultivate "workplace ability" in teaching based on the inspiration brought by skills competitions. At the same time, the cultivation of students' English workplace ability and the effectiveness of college English teaching promote and improve each other. The promotion of teaching reform, the construction of curriculum system, and the transformation of teaching methods will all have substantial and effective effects on cultivating students' English workplace ability.

1.2. Value of the Research

The State Council's Decision on Accelerating the Development of Modern Vocational Education and the release of the "Modern Vocational Education System Construction Plan (2014-2020)" were the first English education that had put forward new ideas and new requirements. The Teaching Steering Committee of Foreign Language Majors in Vocational Colleges of the Ministry of Education pointed out that higher vocational English courses should "serve the training goals of technical and skilled talents and highlight the training of vocational ability". It can be seen that the fundamental task of higher vocational English teaching is to cultivate students' English professional ability. "Opinions on Further Strengthening the Work of Highly Skilled Personnel" pointed out that we should "widely carry out vocational skills competitions. Guide forces from all walks of life, and carry out various forms of post training and vocational skills. Competitions and other activities create conditions for the discovery and selection of high-skilled talents."

General Office of the Ministry of Education on Printing and Distributing English Curriculum Standards for Higher Vocational Education Colleges, higher vocational college English should focus on the cultivation of students' professional ability, and cultivate students' foreign-related workplace skills. Communication ability is one of the core competencies of higher vocational English. "English workplace foreign-related communication" means that students can use English language knowledge and language skills to more accurately understand and express information, opinions, and emotions in workplace situations, and conduct effective oral and written communication. This is also one of the student qualities that have been concerned and examined in the previous higher vocational college English speaking competitions and English writing competitions.

Higher vocational English skills competition is an effective supplement to higher vocational public English teaching and a booster for higher vocational English teaching reform. The competition aims to improve vocational students' ability to use English to conduct daily conversations and business negotiations in future workplace activities, understand product introductions and descriptions in English, introduce and sell products, draft and respond to business correspondence in English, collect and process information, etc. .

The English skills competition reflects the demand for talents in the development of the industry. Therefore, we should absorb its content and standards to serve the improvement of teaching programs, to promote and popularize the content of the competition, and conduct in-depth teaching reform. The ability of foreign-related communication in the English workplace is one of the core literacy of students that are both concerned and cultivated by the current higher vocational English teaching and higher vocational English skill competitions. To think and study how to implement the training of foreign-related communication skills in the English workplace in higher vocational colleges can provide a good impetus for the development of students' future careers, and provide practical reference and demonstration for front-line teachers, and it is also better to cultivate high-quality talents who can communicate effectively in English for the development of Hainan Province.

2. Requirements for Foreign-related Communication Skills of Vocational Students in English in the Workplace

2.1. National Level and Social Development Level

With the development of globalization and the improvement of China's international status, international cooperation and exchanges are becoming more and more frequent. At the same time, the industry has put forward higher requirements for the ability to handle occupation-related business in English, especially foreign-related communication skills in the workplace; meanwhile, the country urgently needs a group of high-quality technical and skilled talents with a global vision and the ability to communicate effectively in foreign languages.

2.2. Curriculum Level

General Office of the Ministry of Education "On Printing and Distributing the English Course Standards for Higher Vocational Education Colleges" (Jaozhicheng Office Letter [2021] No. 4), higher vocational college English should focus on the cultivation of students' professional ability, and cultivate students' foreign-related communication in the workplace. Ability is one of the core literacy of higher vocational English. Foreign-related communication in the workplace means that students can use English language knowledge and language skills to more accurately understand and express information, opinions, and emotions in workplace situations, and to communicate effectively orally and in writing. Students need to master the necessary knowledge of English pronunciation, vocabulary, grammar, discourse and pragmatics, have the necessary English listening, speaking, reading, writing, and translation skills, and be able to recognize and use appropriate body language and multimedia methods. Use appropriate strategies to understand and express the meaning of spoken and written utterances and effectively accomplish communication tasks in everyday and workplace situations. Be good at listening and negotiation in communication, respect others, have empathy and sympathy; practice the values of patriotism, dedication, integrity, and friendliness.

2.3. Skill Competition Level

Competition platforms for English vocational skills competitions, such as FLTRP · Guocai Cup English Writing Competition, Provincial English Speaking Competition, etc., have been paying close attention to the cultivation of students' foreign-related communication skills in the workplace. Analyzing, summarizing, and guiding students to actively participate in various skill competitions at all levels can train students' language use ability in different workplace and occupational activities, and lay a solid foundation for their lifelong learning ability, professional practice ability, and sustainable development ability. A good and solid foundation will promote the realization of the training goal of applied high-skilled talents in higher vocational education, and make higher vocational English education and teaching really play a positive role in promoting the improvement of vocational ability.

Therefore, cultivating students' English foreign-related communication skills is the common requirement of the country, the development of society, and the curriculum; At the same time, it is also important to meet the students' own development.

3. Implementation Measures for the Cultivation of Foreign-Related Communication Skills in the English Workplace

3.1. To create the "Efficient Classroom"

The English language learning environment is different from the environment of the mother tongue. English learning mainly needs to be completed in the classroom. Therefore, the cultivation of students' ability to engage in foreign affairs in the workplace should be implemented effectively and efficiently in the classroom and through every lesson. "Efficient Classroom" focuses on cultivating students' "communication ability" and "expression ability"; students are the center of activities, and teachers demonstrate and guide in the classroom. Therefore, to carry out "interactive activities", "demonstration activities", and "discussion activities" in speaking and writing classes will play a great role in improving students' professional quality and ability. It will also help students to apply what they have learned in the classroom, and apply it to work life actively and flexibly.

3.2. To Grasp the Course Content Accurately, Emphasizing Occupational Situation Setting and Workplace Activity Design

According to the English course objectives and the needs of high-quality technical and skilled personnel training, we should emphasize the connection of course content with professional practice and workplace needs, create teaching situational tasks similar to those of industry enterprises, and strengthen the cultivation of students' language practical application ability. We can use the design of language teaching activities to improve the practical application ability of English language, deepen their knowledge and understanding of professional philosophy, professional responsibility and professional mission.

3.3. To enrich Course Resources

Teachers should select practical, professional and time-sensitive extracurricular readings, literature resources, workplace language materials, etc. as effective supplements to teaching materials; Teachers can use class digital resources (such as micro-courses, open courses, or teaching competition resources, etc.) to meet the diversity of students and the needs of students' personalized learning, and timely update teaching concepts, adjust teaching methods, and supplement teaching content based on the latest documents.

3.4. To Give Full Play to the Role of the Second Classroom Teaching

Relying on the characteristics of higher vocational English competitions, and according to the requirements of the competition, we will establish similar campus competitions to improve interactive skills, help students to carry out daily business correspondence and cultivate the ability of daily business communication in the workplace. For example, the activity of the "English Interpretation of China" speech contest. With the purpose of "displaying Chinese culture in bilingualism and understanding China in stories", it will enable more students to communicate with foreigners confidently and fluently, and show traditional Chinese culture to the world. In addition, school-based activities and school-enterprise cooperation activities can be carried out to give students a stage to display at different levels, so that students can gradually form key professional abilities through course study and practice.

4. Build A Curriculum Evaluation System

4.1. To Change the Format of the Course Examination

Establish the concept of "serving the workplace, focusing on communication, and focusing on application". The exams that focus on cultivating students' communication skills are different from traditional teaching exams, such as CET -46 and AB-level exams; they are also different from academic English exams, such as TOEFL and IELTS . This type of examination should serve the workplace , and face the students' daily communication after entering the workplace and the professional ability required to complete the business. The examination framework should be: oral communication and written communication. Break the traditional examinations that are divided into knowledge levels, skills, and categories, such as listening, speaking, reading, writing, and translation.

4.2. To Change the Way of Course Evaluation and Promote Energy Through Competition

Promoting energy by competition is one of the key ways to cultivate English vocational ability of vocational students. We Integrate the superb standard and refined evaluation standards of the skill competition into the evaluation standards of higher vocational English courses; In addition, students are encouraged to participate in English skill competitions, take part in the English vocational ability test and obtain relevant vocational English skill level certificates, so as to cultivate the ability of independent learning and practice; We should also strengthen classroom teaching, extracurricular skills competition, and the benign role mechanism of practical teaching of skill verification.

At the same time, a multi-dimensional evaluation subject is adopted. To combine teacher evaluation, student mutual evaluation and self-evaluation, internal evaluation and external evaluation, formative evaluation and summative evaluation; In addition, we improve the monitoring, evaluation and feedback mechanism of students' learning process, guide students to self-management and active learning, Improve learning efficiency.

At the same time, a diversified evaluation method is adopted. The English test evaluation method combines formative evaluation and summative evaluation. The full score of the formative evaluation is 100 points, accounting for 50% of the total course assessment. The formative evaluation can take two forms: "class performance" and "extracurricular activities". Class performance includes class attendance, accounting for 20 %; oral communication, accounting for 40 %; classwork, accounting for 10 %; group activities, accounting for 30 % . Extracurricular competitions involve the awards of various English competitions at the school, provincial and national levels. The implementation of "testing by competition", and the results obtained by students in the competition are replaced by "final grades or corresponding credits". The full score of the summative assessment is 100 points, accounting for 50% of the total assessment of the course. The summative assessment is conducted in two forms: online objective test and paper test. Vocabulary and grammar questions that examine students' basic abilities, as well as practical writing questions that focus on students' language output, conduct a comprehensive examination of students from different aspects.

5. Conclusion

While improving and strengthening students' professional communication ability, the higher vocational English skills competition also arouses in-depth thinking of college teachers on how to improve professional foreign-related communication skills through effective education and teaching practice. The cultivation of ability is particularly important in today's rapid development of international industries. Starting from the needs of the country, the

development of society, and the common requirements of the curriculum, in the teaching practice of higher vocational education, teachers should build efficient classrooms, enrich curriculum resources, give full play to the role of second classroom teaching, and build a curriculum evaluation system, so that higher vocational English education and teaching can really play a positive role in promoting the improvement of professional ability.

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